

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

*“explain the author’s purpose and message within a text”**“compose literary texts such as personal narratives and poetry using genre characteristics and craft”*

WHAT DOES THIS MEAN TO ME?

Published texts are real stories, poems, and books written by real authors and published for the world to read.

An author writes with a purpose, and the author’s message is the idea the text teaches or shows.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK’S FOCUS

A Character Who Defends Itself

from “The Shipwrecked Man and the Sea” by Aesop (trans. George Fyler Townsend) (1867)

The Sea speaks up and shifts blame to the winds.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 · Cluster 5 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 23 of 36 · Cluster 5 · Module 3 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction

"This week we study a character who defends itself."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Shipwrecked Man and the Sea."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 5 Module 3 · “The Shipwrecked Man and the Sea” (Aesop (trans. George Fyler Townsend), 1867) · tracking sheet · pencils

THE MENTOR TEXT

The Shipwrecked Man and the Sea · The Crow and Mercury (test)

CHECK FOR UNDERSTANDING

Ask what a character who defends itself means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published text.

Read it, then read it again. Notice the craft move the author uses.

The Shipwrecked Man and the Sea

A shipwrecked man, having been cast upon a certain shore, slept after his buffetings with the deep. After a while he awoke, and looking upon the Sea, loaded it with reproaches. He argued that it enticed men with the calmness of its looks, but when it had induced them to plow its waters, it grew rough. The Sea, assuming the form of a woman, replied to him: “Blame not me, my good sir, but the winds, for I am by my own nature as calm and firm even as this earth; but the winds suddenly falling on me create these waves, and lash me into fury.”

SOURCE · PUBLIC DOMAIN

From Three Hundred Aesop’s Fables (public domain, Project Gutenberg #21)

I CAN | I can read a published text and notice the author’s craft move.

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Read the Published Text

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction

"This is our published mentor text."

▶ Read the text aloud twice.

"Notice the craft move."

▶ Point to the key moment.

“Now we will take turns reading. I read one sentence, then you read the next sentence. Keep your finger under each word.”

▶ Take Turns Reading (Fluency). Model sentence 1 with expression, then pause. The student reads sentence 2 while tracking with a finger or pointer. Keep alternating to the end, and praise expression. (ELPS 3(H), 3(A), 2(A))

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the craft move.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the defense."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Notice the defense.

What does the man accuse? How does the Sea respond?

The man says the Sea tricked him. The Sea says blame the winds, not me.

I CAN | I can notice the defense..

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SLIDE 3 OF 11 ·

Monday · NOTICE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is NOTICE."

▶ Read the task.

"Find the craft move."

▶ Students write on NOTICE row.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest argument."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Choose the strongest argument.

Which is most convincing?

A "Blame not me" (redirect)

B "I am by my own nature calm" (evidence)

C "The winds create these waves" (the real cause)

I CAN | I can choose the strongest argument..

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Tuesday · CHOOSE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share.

ANSWER KEY: B.

CHECK FOR UNDERSTANDING

Why is B strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how self-defense works."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Show how self-defense works.

Why does letting the Sea speak make it stronger?

The Sea's calm explanation is more persuasive than a narrator's correction.

I CAN | I can show how self-defense works..

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Wednesday · SHOW

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is SHOW."

▶ Read the task.

"Explain how it works."

▶ Take 2-3 answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the words.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

"I can own it. let a thing defend itself."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Own it. Let a thing defend itself.

Someone blames an object. The object speaks back.

"Stupid clock!" "I showed you the time," said the clock. "You chose not to look."

I CAN | I can own it. let a thing defend itself..

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Thursday · OWN

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is OWN."

▶ Read the task.

"Try the craft move."

▶ Two minutes writing.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend the self-defense move."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Defend the self-defense move.

Why is a speaking Sea more effective than a narrator?

The Sea's calm voice contrasts with the man's angry blaming.

I CAN | I can defend the self-defense move..

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Friday · DEFEND

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is DEFEND."

▶ Read the task.

"Why does this move make it stronger?"

▶ Write a because statement.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why.

RAISE THE THINKING

Name another text with this move.

Write a fable where a blamed thing speaks back.

Something blamed unfairly sets the record straight.

Use what you learned this week about a character who defends itself.

Write your own text that uses this craft move.

I CAN | I can use a character who defends itself in my own writing.

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YOUR TURN

 ~6 min

" " = say word-for-word · ▶ = teacher direction

"Your turn."

▶ Read the task.

"Use the craft move."

▶ Circulate.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RAISE THE THINKING

Check your move.

PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE The man says the Sea tricked him. The Sea says blame the winds, not me.

CHOOSE B. "I am by my own nature calm" (evidence)

SHOW The Sea's calm explanation is more persuasive than a narrator's correction.

OWN Answers vary. One example: **"Stupid clock!" "I showed you the time," said the clock. "You chose not to look."**

DEFEND The Sea's calm voice contrasts with the man's angry blaming.

YOUR TURN Answers vary.

SLIDE 9 OF 11 ·

Review the Answers



~4 min

" " = say word-for-word · ▶ = teacher direction

"Check our work."

▶ Reveal answers.

"If you missed one, that is your learning."

▶ Celebrate explanations.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain how it works.

RAISE THE THINKING

What would change?

PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT · FROM “THE CROW AND MERCURY” (AESOP (TRANS. TOWNSEND, 1867))

A Crow caught in a snare prayed to Apollo to release him, making a vow to offer some frankincense at his shrine. But when rescued from his danger, he forgot his promise. Shortly afterwards, again caught in a snare, he passed by Apollo and made the same promise to Mercury. Mercury soon appeared and said to him, “O thou most base fellow! how can I believe thee, who hast disowned and wronged thy former patron?”

What is the message about the Crow?

- A** It is wrong to pray to more than one god
- B** A person who breaks a promise to one will not be trusted by another
- C** Crows are not smart
- D** Snares are easy to escape

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Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

"Test on 'The Crow and Mercury.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: B.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is B.

A It is wrong to pray to more than one god
Not about religion.

B **Correct.**
Broke a promise to Apollo, then tried with Mercury. Broken promises destroy trust.

C **Crows are not smart**
Crow represents human behavior.

D **Snares are easy to escape**
Snares are the setting.

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The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"The answer is B."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why B fits.

RAISE THE THINKING

Write a new question.